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ABSTRACT

This description of a Foundations of Adult Education course, one of two required core courses for the Designated Subjects Adult Teaching Credential, begins by describing the student population for which the course was designed, and goes on to provide a glossary of terms such as adult basic education, competency, and lifelong learning. Next, the content of the course is outlined and the text and library and audio-visual materials to be used are enumerated. Each of the course's eight units of instruction are then described in terms of major concepts to be covered, specific measurable objectives, planned activities, and pre- and post-assessment. The eight units are: (1) overview, history, and philosphy of public adult education; (2) adult development and learning; (3) assessing learner needs and group dynamics; (4) evaluating community adult education programs; (5) competency-based education; (6) current issues in adult education, e.g., financing, collective bargaining, Title V Regulations, and legislation; (7) developing course outlines and lesson plans; and (8) finding and keeping a job. The final section of the course description discusses procedures for revising the course in response to student evaluations, estimating the number of students who will achieve their objectives, and making provisions for students who fail to meet their objectives. (AYC)

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X 332.7 FOUNDATIONS OF ADULT EDUCATION

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Prepared for

Education 261D

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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COURSE DESCRIPTION

A. It is one of two required core courses for the Designated Subjects Adult Teaching Credential.

B. It is a three quarter-unit course which meets for nine three-hour sessions one evening a week.

C. Description of Student Population

1. All students will have previously met the training and/or experience requirements. For academic subjects a bachelor's degree with twenty semester units (or ten in upper division) in the subject(s) to be listed on the credential, is the minimum academic preparation. For vocational subjects (and other non-academic subjects) applicants must have a minimum of five years of experience in the field to be taught. Many of the students in this class will hold teaching credentials at other levels (elementary, community college, etc.), but must obtain certification at this level also. About one-half of the students have had teaching experience at some level. Many are currently teaching in adult education using the Preliminary Credential which is valid for five years. They are in my course to obtain the clear credential.

2. *Students in this class will seldom transfer to other institutions but will take other courses through U.C.L.A. Extension to complete their credential requirements and/or improve their skills. The vast majority will use this course as one of the first steps in obtaining an adult education teaching position. About ten percent of the students use this course to satisfy requirements for the Community College Credential.*
3. *There are virtually no dropouts; less than five percent.*

GLOSSARY

ADULT-An individual who has reached a specified minimum legal age of adulthood, usually 18 years. Also a person who has been out of school for at least one year and wishes to attend adult education classes.

ADULT BASIC EDUCATION (A.B.E.) - Learning experiences for adults who have never attended school or who have interrupted formal schooling and need this knowledge and these skills to raise their level of education, to increase self confidence and/or self determination, to prepare for an occupation, and to function more responsibly as citizens in a democracy.

ADULT EDUCATION-Instruction designed to meet the unique needs of persons beyond the compulsory school attendance, who have either completed or interrupted their formal education. This may be provided by a school system, college, or other agency or institution.

ADULT LEARNER-An adult who is enrolled in any course of study to develop new skills or qualification, or improve existing skills and qualifications.

COMPETENCY-The capability to function or develop with the required qualifications.

GLOSSARY (Continued)

CRITERION REFERENCED TEST- An examination for which an individual's performance to a specified criterion, e.g., a specified score on a licensure test, a given number of words to be typed per minute, etc.

FUNCTIONAL COMPETENCY-The ability to apply a set of basic skills to practical everyday activities.

GOAL-Conditions sought, generally stated in broad, qualitative terms. See OBJECTIVE.

LIFELONG LEARNING-The process by which an adult continues to acquire, in a conscious manner, formal or informal education throughout his life span, either to maintain and improve his/her vocational viability or for his/her personal development.

NORM-REFERENCED TEST-An examination for which an individual's performance is compared to that of a specified norm group.

OBJECTIVE-Specific results sought, observable, measurable, and quantifiable. See GOAL.

PUBLIC ADULT EDUCATION-Those organized public education programs, other than regular full-time and summer elementary and secondary day school, community for adult and out-of-school youth to further their education, regardless of their previous educational attainment.

GLOSSARY (Continued)

SKILLS-Abilities acquired by observation, study, or experience in mental and/or physical performance basic to the mastery of school work or other activity.

STANDARDIZED TEST-A test composed of a systematic sampling of behavior, having data on reliablity and validity, administered and scored according to specific instructions, and capable of being interpreted in terms of adequate norms.

COURSE CONTENT

A. *Major Course Goals

-Students will obtain the necessary skills to make them employable in the adult education teaching field.

-Students will obtain and retain a teaching position in a public adult education institution or community college.

*The major purpose of the U.C.L.A. Designated Subjects Credential program is to supply the needs of adult education institutions.

B. List of Units or Areas of Instruction

1.	Overview, History and Philosophy of Public Adult Education.	3 hours
2.	Adult Development and Learning	3 hours
3.	Assessing Learner Needs and Group Dynamics	4 hours
4.	Evaluating Community Adult Education Programs	4 hours
5.	Competency-Based Education	4 hours
6.	Current Issues in Adult Education Education: Financing, Collective Bargaining, Title V Regulations, Legislation, etc.	5 hours
7.	Developing Course Outlines and Lesson Plans	2 hours
8.	Finding and Keeping a Job	2 hours
	Total:	27 hours

MATERIALS OF INSTRUCTION

A. Required Text: Knowles, Malcolm S., The Modern Practice of Adult Education. New York: Association Press, 1970.

B. Bibliography of Library Materials:

Axford, Roger, Adult Education: The Open Door. Indiana: A.G. Haldin Publishers, 1976.

Bergevin, Paul and McKinley, John, A Philosophy for Adult Education. New York: The Seabury Press, 1970.

Camper, John H., Lesson Plans and Resources For Teaching Functional Competencies. Sacramento: Jodor Publishing, 1976.

Camper, John H., Teaching Survival Skills In Adult Basic Education. Sacramento: Jodor Publishing, 1976.

Cross, Patricia, K., Valley, J.R. and Associates, Planning Non-Traditional Programs. San Francisco: Jossey-Bass Publishers, 1974.

Goldberg, Herb, The Hazards of Being Male. New York: Sanford J. Greenburger Associates Inc., 1976.

Gould, Roger L., Transformations. New York: Simon and Shuster, 1978.

Sheehy, Gail, Passages. New York: E.P. Dutton and Co., 1976.

Ulmer, Curtis, Teaching the Disadvantaged Adult. Washington: National Association for Public Continuing and Adult Education, 1969.

C. List of Audio-Visual Materials.

They are listed with each of the instructional units under "Activities". For the most part they are mimeographed materials compiled and developed from a variety of sources.

ORGANIZATION OF EACH UNIT OF INSTRUCTION

A. Major concepts and goals.

B. Specific Measurable Objectives.

C. Planned Activities.

* D. Pre- and Post-Assessment

*For each of the eight units that follow some post-assessment is done; the only use of a pre-test is to demonstrate a process. Pre-tests are used to determine the level of competence prior to any instruction. This is not necessary in my course because I do a formal needs assessment the first night of class and then only cover those items which are not known and consequently will be useful to the students in that class. It's unlikely that I will cover topics in which they feel they are competent.

Unit One-Overview, History and Philosophy of Public Adult Education.

Goal: Students will be able to relate the historical perspectives of adult education to current philosophies.

Objectives: Students will write a paper of 200-500 words outside of class which traces the history of adult education in the United States. It should include a statement of philosophy for each of the periods: 1857-1900; 1901-1941; 1942-1970; 1970-Present.

Activities: *Teacher will distribute Glossary and discuss.*

-Lecture on assigned reading from text.

-Small-group discussion on lecture and reading.

-Class discussion on "Is Adult Education Ready for the Eighties?'

-Film: Future Shock. Discussion to follow.

-A group dynamics "mixer" will be used after the first hour.

Assessment: Instructor evaluation of: a) reports from small-group discussion b) class discussion c) papers outside of class on "History and Philosophy", will determine the success of the unit.

Unit Two-Adult Development and Learning.

Goal: Students will become aware of adult life cycles and stages of development. They will use this awareness to develop new approaches to the teaching of adults in their classes.

Objectives: Students will read one book from the list: Passages; Transformations; The Hazards of Being Male. Outside of class the students will write a 100-200 word abstract which will emphasize the book's potential use for adult students in their class.

Activities: -Small-group interaction technique to cover reading from text.

-Lecture by instructor covering material from the three books listed above.

-Discussion in three groups the week following the reading assignment. Students will be grouped by the book they read. Each group will then elect a representative to report to the whole on the group consensus about the value of the book.

Assessment: -Instructor will evaluate the group reports and student papers to determine the level of competence.

-Students will write a 50-100 word paper to indicate their level of satisfaction with their knowledge of the topics that were covered in the unit.

Additional time may be devoted to the topic if the ~~the~~ students and instructor mutually agree on a need.

Unit Three-Assessing Learner Needs and Using Group Dynamics.

Goals: -By the end of the course, the students will have acquired some group dynamics skills.

-Students will understand the importance of assessing learner needs and will have developed a process useful in the course they teach.

Objectives: -Students will acquire the use of at least three mixer activities which are appropriate for the course they teach. They will demonstrate their knowledge by leading a group or entire class through one of these. The remaining two will be described in a paper of not more than 300 words which will done outside of class.

-Students will lead one small-group discussion and/or class discussion on topics assigned by the instructor. Success will be determined by the collective critique of the students and instructor.

-Students will be able to create a needs assessment program for the class they teach. Their program will will be described in a paper of 150-500 words to be done outside of class.

Activities: -Instructor does needs assessment of class and then leads a discussion of the appropriateness of his method for the class they teach.

-Instructor dexcribes three mixers and leads one.

-Instructor asks students for critique and suggestions for others they have found successful.

-Other mixers will be used throughout the course; a total of eight.

Assessment: -Students will write a short(100-200 word) paper, in class at the end of the unit to critique the instructor and materials and decide whether additional time is needed.

Unit Five-Competency-Based Education.

Goal: Students will understand the major components of competency-based education and develop techniques for implementing them for the course(s) they teach.

Objectives: -Students will be able to describe the difference between competency-based education and functional competency. Knowledge will be demonstrated by the results on a teacher-made test administered in class.

-Students will be able to describe the major requirements of the Hart Act and its effect on adult education. Competence will be demonstrated by writing, in class, a paper of 200-400 words.

-Students will be able to construct a curriculum matrix for competency-based survival skills which will contain at least twenty-five learning topics. This project, to be turned in at the close of the course, will be considered successful if at least 20 of the learning topics on the matrix satisfy the criteria of "survival skills".

Activities: -Handouts: APL Program; L.A. Unified CAP Project; Hart Act Summary; State Dept. of Education Calcomp Committee.

-Lecture by instructor regarding handouts.

-Small-group discussion of differences between competency-based education and functional competency. Each group will report to entire class.

-Use of overhead projector and transparancies developed by instructor.

-Slide-Tape presentation on the Adult Diploma.

Assessment: -Instructor evaluation of test and papers.

-Students will evaluate the unit in a class discussion with the instructor.

Unit Six-Current Issues in Adult Education.

Goals:-Students will become aware of recent legislation in the field of adult education including the current Title V regulations. Emphasis will be on collective bargaining laws and credentials.

-Students will become aware of the financing of adult education, particularly in California. Emphasis will be on its effect on their individual situation.

Objectives: -Students will be able to: a) list the four sources of income for public adult education institutions and the approximate percentage each contributes to the total income. b) use the A.D.A. formula and apply it their individual situations c) compare general apportionment for public adult education with the funding for non-mandated classes.

d) list the five requirements from Title V with regards to criteria for formation of adult education classes e) list the major provisions of collective bargaining laws at they apply to adult education teachers f) list sequentially the steps and requirements for the acquisition of the Designated Subjects Credential.

Competence in Objectives a-f above will be measured on a teacher-made objective test administered in class at the end of the unit. Passing score is 80%.

Activities:-Handouts: Definitions of financing terms; Material from State Dept. of Education- Adult Education Handbook; C.C.A.E. material recent legislation; ACSA material on financing.

-Lecture and class discussion of handouts. Use of overhead projector and teacher-made transparancies.

-Small-group discussion of collective bargaining and employee organizations.

Assessment:-Results of Objective Test.

-Informal critique by students.

Unit Seven-Developing Course Outlines and Lesson Plans.

Goal: Students will learn to design course outlines and lesson plans.

Objectives:-Outside of class, students will write a Course Outline of not more than four pages, in a manner prescribed by the State Department of Education. Passing is less than five errors as assessed by the instructor.

-Outside of class, student will write two lesson plans on topics of their choice selected from their course outline. Appropriateness and completeness will be evaluated by the instructor.

Activities:-Instructor will distribute the Course Outline Form from the State Department of Education along with a sample Course Outline.

-Instructor will lecture on "Goals, Objectives and Modules of Instruction".

-Small-group work on writing goals and objectives

-Instructor lecture on assessment and evaluation: norm and criterion referenced tests; standardized tests.

Assessment: Instructor evaluation of individual course outlines and lesson plans will determine the effectiveness of the unit.

Unit Eight-Finding and Keeping a Job.

Goal: Students will learn how to: a) apply for a job b) get the job c) retain the job.

Objectives:-Students will learn some techniques for doing well in an interview. Competence will be determined by class/instructor critique of their performance in a role-playing interview.

-Students will role-play a teacher evaluation conference. Class/instructor critique will determine the level of competence.

Activities:-Discussion by instructor of cities and areas where jobs are likely to be available.

-Role-play job interview; administrator/teacher

-Role-play teacher evaluation conference; teacher/administrator.

-Preparing for the interview.

-Making the initial contact with an administrator.

Assessment: Written evaluation by students of their confidence in in their own ability follow steps outlined by instructor and discussed in class. Evaluation paper should be 50-150 words and done in class. Results will guide next year's unit.

INSTRUCTORS EVALUATION

A. Procedures For Revising Course.

-Since the instructor is formally and confidentially evaluated by each student in each class, the instructor is able to use the compilation of the evaluations as a guide for restructuring his course and/or techniques for the following year.

-Since each unit is evaluated by students, the instructor can use these evaluation to revise individual units.

-Since each objective can be measured, these results, along with student critique can provide another rationale for course unit revision.

B. Estimate Number of Students Who Will Achieve Objectives.

About eighty percent of the students who want jobs in adult education will find them upon completion of the U.C.L.A. Credential program. I have no estimate of how many will retain their jobs after one year or more. This would be a suitable research project for the U.C.L.A. Education Extension: Poll the graduates of the credential program to find out what they thought of the program with regards to helping them find and and retain employment.

C. Provisions For Students Who Fail To Meet Level.

All students will pass the course. Their level of competence

in achieving individual objectives might limit their ability to obtain and retain employment. Students who do not meet their individual goals after completing this course and others in the Credential Program should be encouraged to discuss their needs with the instructor(s) and/or the administration of the Education Extension.

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